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ABSTRACT

The development of a planning model in the Mesa Unified School District (Arizona) to meet the need for a strategic planning process is examined. Surveys were mailed to 15,000 residents in the Mesa Public School District with a return of 1,933 surveys. Survey results indicate a prioritization of goals, an assessment of what the future may hold for the schools, the challenge that lies ahead for the schools, who should have primary responsibility for the challenges, and whether the schools should be involved in the challenges. In addition, information concerning the community's perception of time to be spent in the curriculum areas and monies to be expended in areas over and above instruction provided in the classroom was obtained. The information obtained will be used to develop individualized strategic plans at the department level. Appendixes provide the results of the community survey, a comparison of the results of the community survey and the Mesa Schools Planning Committee survey, and the survey instrument. (SI)

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MESA ACTION PLANNING SYSTEM RESULTS OF A SURVEY OF COMMUNITY RESIDENTS ON FUTURE TRENDS, CHALLENGES AND GOALS

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MESA PUBLIC SCHOOLS

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RESULTS OF A SURVEY OF COMMUNITY RESIDENTS ON FUTURE TRENDS, CHALLENGES AND GOALS

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FOREWORD

The development of a planning model for use in districtwide planning was initiated at the request of the Superintendency and Governing Board of the Mesa Public School District. Due to the dynamic characteristics of the community, planning to meet the needs of the future was identified as a critical concern of the district.

The planning model developed by the Department of Research and Evaluation was based upon the premise that community participation is a key element in planning. Compatibility with existing planning methods was also a primary concern. The current model is meant to provide a framework for implementation and as such is subject to further refinement. It will be supplemented by technical reports and procedural manuals.

The major effort in the development of this report was the responsibility of Research and Evaluation under the direction of Dr. James DeGracie. Ms. Donna Replogle and Mrs. Gloria Dennis accomplished the extensive typing, editing and creation of graphics for this report. Mrs. Judith Willis, Director of Community Relations, assisted in the design and production of the survey instrument and gave significant input into the overall process.

Research and Evaluation is a department answering to the Associate Superintendent, Mr. David Eagleburger.

EXECUTIVE SUMMARY

The Mesa Unified School District recognized the need for a strategic planning process and developed a planning model (Mesa Action Planning System, MAPS, in early 1985). An integral part of this planning process was the solicitation of the perceptions of the community with regards to the direction that Mesa Public Schools' should take in moving toward the year 2000. This included not only the specific goals for the schools but also input concerning environmental factors which could influence the direction the school should take. As a major part of the soliciting of information from the community, fifteen thousand surveys were mailed to residents in the Mesa Public School District. A total 1,933 completed surveys were received which yields a return rate of 13 percent.

Although the number of completed surveys was low, a low return rate was expected given a five-page questionnaire and considering the time and effort needed to complete the survey. The real question was not whether the return rate was 100 percent, but whether or not the resulting sample can be considered a random sample from the population. The only way to assess this, given that a 100 percent return rate was not attained, is to compare the demographics of the respondents to the demographics of the general population. In addition, some assessment should be made to determine if the attitudes/perceptions of those that returned the survey are different from the attitudes/perceptions of those who did not return the survey. These comparisons were conducted and no

significance was found between the sample of returned surveys and the general population.

Considering the demographics fifty-five percent were forty years and younger in age compared to forty-five percent who were forty years of age or older. Sixty-eight percent of the respondents were female, with thirty-two percent male. One half of one percent were black, one percent Asian, two percent American Native, three and a half percent hispanic and 90 percent white. Twelve percent of the respondents indicated that they had gone beyond the bachelor's degree compared to twenty-five percent with a high school diploma or less. Fifty-one percent indicated that they had children enrolled in Mesa Public Schools. Eight percent indicated that they were employed by the Mesa Public Schools. Ninety-seven percent were year-round residents. Sixty-five percent had lived in the Mesa Public School district for up to ten years, compared to thirty-five percent who had lived in the district for eleven to twenty years.

The participants were asked to answer a number of questions. They were first asked to grade the Mesa Schools in the same way as students are graded; that is, assume that a grade of A, B, C, D or failing is used to show the quality of work of students. Of the participants, seventy-seven percent gave the Mesa Schools' quality of work an above average grade, that is A or B.

MESA SCHOOLS REPORT CARD

A	25%
B	52%
C	19%
D	3%
F	1%

The Mesa residents were then asked to select trends that would occur in Mesa within the next ten years. They were asked to indicate if this trend would Definitely occur, Probably, Perhaps, Have a slight chance or Never occur in Mesa. The table below shows those trends receiving a high "Definitely" or "Probably" response.

F U T U R E T R E N D S

ITEM	PERCENT INDICATING DEFINITELY OR PROBABLY
1. Graduates from Mesa will face many career changes in their work lives.	79%
5. Families with children will continue to be attracted to the quality of life in Mesa.	82%
8. More Mesa mothers will work outside the home.	82%
9. Mesa will continue to be attractive to retirees from across the country.	84%

The Mesa residents were then presented with sixteen items or challenges. For each of these challenges, the participants were asked whether or not the challenge would occur in the next ten years, who should take the primary responsibility for action

concerning the challenge and whether the school should be involved in addressing the challenge. The following table lists those challenges which respondents agreed had a high probability of occurring within the next ten years.

C H A L L E N G E S

ITEM	PERCENT AGREEING
2. More students will need special help to overcome problems with drugs and alcohol abuse.	83%
5. Students' TV time will distract them from studying and learning.	71%
6. More students will need help in dealing with family problems.	72%

It is interesting to note that of the sixteen challenges, the majority of the respondents felt that the schools should be involved in addressing fifteen. The one challenge that was felt to be outside the area of the school was: "Television will distract students from studying and learning." The lowest majorities (fifty-six percent) for school involvement were evident for two challenges: "Students without supervision after school will be less successful," and "working parents will have less time to participate in their children's education."

In addition to potential challenges, the participants were asked about ten positive changes or opportunities the future may hold. The table below shows those items or opportunities which the respondents strongly agreed would occur.

OPPORTUNITIES

ITEM	PERCENT AGREEING
1. Students entering school will be better prepared due to preschool attendance.	65%
2. Classrooms across the country will be linked by television and students will be able to share lectures and discussions.	64%
3. New technologies will allow more individualized instruction for students.	63%

The Mesa residents were asked to indicate the percent of time that should be expended in each of a number of subject areas for the elementary, junior high and senior high school levels. This information was solicited in two ways. First, the participants were asked to indicate the percent of time that should be expended for group A subjects and group B subjects. Group A subjects included subject areas to be taught as set by the State Board of Education. Group B subjects were areas that are currently taught in the Mesa Schools over and above those set by the State Board of Education. The following three tables present the mean response concerning percent of time expended for group A and group B at each of the educational levels.

WHAT SHOULD BE TAUGHT?

ELEMENTARY SCHOOL SUBJECTS (Grades 1-6)
(N = 333)

Percent of Time		Subject
70 %	GROUP A:	Art, Health, Language, Math, Music, Reading, Science, Social Studies
30 %	GROUP B:	Citizenship, Computer Education, Foreign Language, Library, Physical Education, Other
100 %	TOTAL	*Group A includes "subjects to be taught" set by the State Board of Education.

JUNIOR HIGH SCHOOL SUBJECTS (Grades 7-9)
(N = 314)

Percent of Time		Subject
67 %	GROUP A:	English, Health, Math, Music, Reading, Science, Social Studies
33 %	GROUP B:	Art, Business Education, Computer Science, Foreign Language, Home Economics, Industrial Arts, Physical Education, Other
100 %	TOTAL	*Group A includes "subjects to be taught" set by the State Board of Education.

SENIOR HIGH SCHOOL SUBJECTS (Grades 10-12)
(N = 365)

Percent of Time		Subject
66 %	GROUP A:	English, Math, Reading, Science, Social Studies
34 %	GROUP B:	Agriculture, Art, Business Education, Computer Science, Driver Education, Foreign Language, Home Economics, Industrial Arts, Music, Performing Arts, Physical Education, Vocational/Technical, Other
100 %	TOTAL	*Group A includes current graduation requirements set by the State Board of Education.

It can be seen from these tables that the respondents felt the percent of time for Group A should decrease from seventy percent for the elementary to sixty-seven percent for the junior high and sixty-six percent for the senior high.

Looking at the specific courses, the following three tables show how the respondents perceived the time allocations for each subject at the three educational levels.

GRADES 1-6	
Subject	Percent of Time
Reading	15.2
Math	13.0
Language	10.4
Science	8.7
Social Studies	7.4
Computer Education	6.0
Health	5.8
Citizenship	5.5
Physical Education	5.3
Music	4.8
Art	4.7
Foreign Language	4.6
Other	4.5
Library	4.1

GRADES 7-9	
Subject	Percent of Time
Reading	13.1
Math	12.9
English	12.7
Science	9.0
Social Studies	8.0
Health	6.0
Computer Science	5.5
Business Education	5.3
Music	5.2
Physical Education	4.0
Foreign Language	3.9
Industrial Arts	3.8
Home Economics	3.8
Other	3.6
Art	3.2

GRADES 10-12	
Subject	Percent of Time
Reading	15.6
English	15.0
Math	15.0
Science	10.7
Social Studies	9.5
Computer Science	4.3
Business Education	3.7
Vocational/Technical	3.3
Physical Education	3.3
Other	2.5
Drivers Education	2.5
Foreign Language	2.4
Industrial Arts	2.3
Home Economics	2.1
Art	2.1
Music	2.1
Agriculture	1.7
Performing Arts	1.7

The Mesa residents assessed the subject areas of reading, math, language, science and social studies to be the top five with respect to an allocation of percent of available instructional time at each of the three educational levels. The exact percent of time differed somewhat from level to level as did the ranking of the subjects, but, in general, there was fair agreement for these areas. The bottom five of the listed areas are also quite similar.

The residents were asked to allocate resources to thirteen services which are currently furnished in the Mesa Schools <u>over and above</u> the instruction provided in the classroom. It should be emphasized that these services are services to teachers as opposed to learning which goes on in the classroom. The next table indicates the participants' perceptions of these expenditures for extra services.

PARTICIPANTS' PERCEPTIONS OF HOW EXPENDITURES SHOULD BE MADE FOR SERVICES OVER AND ABOVE THE INSTRUCTION PROVIDED IN THE CLASSROOM

THIS IS HOW SCHOOL MONEY SHOULD BE SPENT FOR EXTRA SERVICES	
$ 16.1	(A) Basic Skills
$ 8.3	(B) Guidance and Counseling
$ 7.9	(C) Library Services
$ 7.7	(D) Special Education
$ 7.5	(E) Career Education
$ 7.1	(F) Social Studies/Science/Foreign Language
$ 6.4	(G) Gifted Program
$ 6.2	(H) After-School Athletics
$ 5.9	(I) Audio-Visual Media Services
$ 5.8	(J) Creative Arts
$ 5.7	(K) Health Services
$ 5.6	(L) Summer School
$ 5.1	(M) Highway Safety Education
$ 4.9	(N) English as a Second Language
$100.00	TOTAL

The Mesa residents assessed extra services for Basic Skills, Guidance and Counseling, Library Services, Special Education and Career Education to be the top five in terms of shares of money available for these services. However, extra services for Basic Skills ranked first by a wide margin.

The Mesa residents were lastly asked to prioritize a list of sixteen goals of the Mesa Public Schools. These goals had been generated through a review of previous Mesa goals and literature. An initial draft was shared with the Superintendency, Governing Board, and the Steering Committee for the Community based Planning Committee. A revised list of goals was then shared with the participants at the Planning Committee meeting and presented to survey participants. The table below gives the respondents' prioritization of these sixteen goals.

IT IS THE GOAL OF THE SCHOOLS TO PROVIDE QUALITY EDUCATION BY HELPING EACH STUDENT TO	RANKING	MEAN RANK
Read with understanding.	1	3.2
Develop a positive attitude toward learning.	2	4.8
Communicate effectively in speech.	3	5.0
Communicate effectively in writing.	4	5.4
Develop study skills needed for lifelong learning.	5	6.2
Find, evaluate and use information to solve problems and make decisions in academic, personal and career matters.	6	6.6
Develop a positive self-concept.	7	7.0
Demonstrate the ability to use mathematical skills.	8	7.5
Acquire and use the skills and habits involved in critical, constructive and creative thinking.	9	7.8
Acquire good health and safety habits and understanding of the conditions necessary for maintaining physical and emotional well-being.	10	9.8
Understand that responsible citizenship requires knowledge of civic rights and obligations and participation in social and political processes.	11	10.8
Gain an understanding of the natural world through the study of the physical sciences.	12	11.5
Understand the interdependence of people and respect cultural differences.	13	11.9
Master vocational competencies.	14	12.2
Acquire knowledge in the social sciences.	15	12.5
Appreciate and develop skills in the fine arts.	16	13.4

The Mesa residents ranked reading with understanding, a positive attitude toward learning, effective communication in speech and writing, and study skills for lifelong learning to be the top five for the Mesa Public Schools to provide quality education. Those skills obtaining the lowest ranks were; Mastery of vocational competencies, knowledge in the Social Sciences, and the appreciation and development of skills in the fine arts.

In the overall MAPS process it will then be up to the district planning committee to take the information obtained from the community and merge it with the information from each of the divisions and each of the departments to come up with individualized strategic plans at the department level. These then will be used to move the Mesa Public Schools in an informed and purposeful manner toward the year 2000.

INTRODUCTION

The Mesa Unified School District recognized the need for a strategic planning process and developed a planning model (Mesa Action Planning System, MAPS) in early 1985. During the initial phase of the planning process a community steering committee and a larger group, the Community Based Planning Committee, were established. The steering committee helped establish a plan for gathering opinion from the larger group. Based upon their recommendations a meeting was held in April, 1986. Of the approximately 140 citizens that were invited, 75 attended the Community Based Planning Committee meeting. Following a slide presentation describing trends of the future and small group information sessions, members were asked to complete a survey instrument. The results of the survey were compiled and presented to the Governing Board in September, 1986.

At the recommendation of the steering committee and the Governing Board the survey was expanded to include a sample of the total Mesa school community. This report discusses the methodology and results of the community sample survey.

METHODOLOGY

Questionnaire Construction

The steering committee for the Mesa Action Planning System asked that the survey (see Appendix 3) administered to the Community Based Planning Committee be administered to a larger random sample of the community. The survey that had been given to the committee in April, 1986 was 25 pages long and had been administered as part of a three hour meeting. A slide presentation and small group information sessions were included on the meeting agenda. Opportunity was provided for explanation of the survey directions.

Due to the length and complexity of the survey format, some changes were made to adapt the instrument for mailing. Since information from all of the sections was desired, a matric sampling plan was chosen. The original survey was split into five separate surveys. Each survey contained the following common elements:

1) Grade Your Schools - This section offered an opportunity for individuals to assign a grade (A-F) to the district.
2) What Goals are Most Important? - This section asked respondents to rank a series of sixteen educational goals.
3) Background Questions - Respondents were asked to provide demographic information.

The remaining sections of the survey were divided among the five surveys as follows:

A. How would you spend school money? What does the future hold?

B. What should be taught? Elementary School

C. What should be taught? Junior High

D. What should be taught? Senior High

E. Challenges and Opportunities Ahead--Who is Responsible?

The surveys were split to make the degree of difficulty and time to complete as similar as possible. Based on the length and complexity of each survey, an estimate of the mailing quantity was prepared to obtain the required sample size (500). Surveys A and E were felt to be more difficult due to length, therefore, the resulting return rate was estimated to be lower than for Surveys B, C and D.

The format of the survey was also changed slightly by simplifying the instructions to enhance the return rate.

Sample Selection Population

The Mesa Unified School District encompasses over two hundred square miles including parts of the cities of Chandler, Gilbert, Tempe, and unincorporated state and federal land.

According to the 1980 census 195,203 persons resided in 71,273 households within the district boundaries. The City of Mesa which was then 66.24 square miles was residence for 152,453 persons in 60,132 dwelling units. Population density for the City was 2,301 persons per acre. The area outside of the city contributed 319 persons per acre to the district population.

Since 1980 the city and surrounding area has experienced phenomenal growth. Approximately 267,000 persons resided in the City of Mesa in November, 1986 (an increase of 75%). The number of dwelling units had risen to 106,189 by 1985 (an increase of 76.6%). Annexation increased the size of the city to 101.95 square miles. Total district population approached 300,000 at the time of the survey. If the number of households outside of the city but inside the district increased at the same rate as the city (76.5%), the total number of households would approach 125,863.

It was decided that the confidence in the final results should be at a 0.95 level. It was further decided to have a minimum sample size of 500 for each of the surveys which would yield an error range or length of the confidence interval of $\pm$ of 4.4 percent. The specific range for any given question would vary because a number of the questions were asked on all of the surveys. Therefore, the minimum range with the 500 sample size would be the 4.4 percent quoted, but it was anticipated that for the question concerning grading the Mesa Public Schools which would be on all surveys, the actual range would be $\pm$ 2.0 percent.

To determine the number of surveys to be mailed an estimate had to be made of the return rate. Presented in Table 1 is the estimated return rate for each of the surveys as well as the needed number of surveys to be mailed to yield an overall sample size of 500 for each of the surveys. As can be seen from Table 1, the overall number of surveys to be mailed was 15,600. It can also be seen from Table 1 that the estimated return rate is extremely low even for the highest estimate. It was felt that

these were realistic estimated return rates due to the size and complexity of the survey. It was anticipated then, that because of the low estimated return rates, complete analyses of the demographics of the returned surveys would have to be done to insure that the returned surveys could be considered as a random sample from the overall population and not a biased sample.

Table 1

Survey Form	Sample Size Required	Estimated Return Rate	Approximate Number of Surveys to be Mailed
A	500	11%	4,500
B	500	20%	2,500
C	500	20%	2,500
D	500	18%	2,800
E	500	15%	3,300
	2,500		15,600

In October, 1986, the approximately fifteen thousand surveys were mailed to a systematic random sample of residents in the Mesa Public School District. A mailing company was used to accomplish this task. Lists were generated by ZIP CODE and samples were determined proportional to the number of residents in a given ZIP CODE, Table 2. In some cases, nonresidents received the survey because a given mail route was split between the Mesa District and the Tempe District or the Mesa District and the Apache Junction District. Those surveys received from outside the Mesa District were not included in the analysis. In addition, the Indian communities were handled directly through the post office who assisted in selecting systematic random box numbers in which was placed the MAPS survey.

TABLE 2

DISTRIBUTION OF MAILED SURVEYS BY ZIP CODE

ZIP CODE	SURVEY FORM					TOTAL
	A	B	C	D	E	
85201	569	314	314	353	412	1,962
85202	1,042	575	574	647	754	3,592
85203	744	410	410	462	539	2,565
85204	574	316	316	356	415	1,977
85205	475	262	262	295	344	1,638
85206	305	168	168	189	221	1,051
85207	167	92	92	104	121	576
85208	360	199	199	223	261	1,242
85220	184	101	101	114	133	633
85256	6	3	3	3	4	19
85282	13	7	7	8	10	45
Sub-Total	4,439	2,447	2,446	2,754	3,214	15,300
Reservation	72	40	40	45	53	250
Total	4,511	2,487	2,486	2,799	3,267	15,550

SURVEY RESULTS OF THE DISTRICT RESIDENTS

Representativeness of Returned Surveys

Of fifteen thousand plus surveys mailed to residents in the Mesa Public School District in October, 1986, a total of 1,933 completed surveys were received. This yielded a return rate of 12.4 percent. The number and return rate for each of the survey forms is presented in Table 3. It can be seen that only in the case of Survey Form A was the desired 500 number attained. The lowest number of surveys returned was for Survey Form C with only 314 surveys returned yeilding a return rate of 12.6. The return rates for each of the surveys were relatively consistent. Because of the lower number of returns, the error range that was desired, $\pm$ 4.4, was only attained for Form A. Table 4 presents the error range for each of the survey forms. It should be kept in mind that a number of the questions were on more than one form. For example, the question, grading your schools, was on all forms. The response to this item then would have an error range of $\pm$ 2.2. Those items that were unique to Form C would have an error range of $\pm$ 5.5, which is the largest error range.

Although the number of completed surveys may seem to be low, the return rate is reasonable for a five-page questionnaire considering the time and effort needed to complete the survey. The real question is not the return rate but whether or not the resulting sample can be considered a random sample from the population. The only way to insure this, given that a hundred

TABLE 3

NUMBER OF SURVEYS RETURNS AND CORRESPONDING RETURN RATE

Survey Form	Number of Surveys Sent	Number of Surveys Returned	Return Rate
A	4,511	508	11.3
B	2,487	333	13.4
C	2,486	314	12.6
D	2,799	365	13.0
E	3,267	413	12.6
	15,550	1,933	12.4

TABLE 4

ERROR RANGE WITH GIVEN SAMPLE SIZE AT 95 PERCENT CONFIDENCE

Survey Form	Number of Surveys Returned	Error Range
A	508	± 4.3
B	333	± 5.4
C	314	± 5.5
D	365	± 5.1
E	413	± 4.8
	1,933	± 2.2

percent return rate was not attained, is to compare the demographics of the respondents to the demographics of the general population. In addition, some assessment should be made to determine if the attitudes/perceptions of those that return the survey are different from the attitudes/perceptions of those who did not return the survey. In the following discussion, attempts are made to make these comparisions.

One of the first questions to ask about the sample is whether or not it is representative geographically of the population. Table 5 presents a distribution of returned surveys by ZIP CODE. As noted previously, the surveys were sent by ZIP CODE proportional to the number of residences that were in the given ZIP CODE. As can be seen from Table 5 the return surveys are also proportional to the number of residences within each ZIP CODE. A Chi-square test was run to compare the two distributions and no significant difference was found at the 5 percent level.

The age distribution of the participants, Appendix 1, Table 1, shows that 55 percent were 40 years and younger in age compared to 45 percent who were 41 years of age or older. Sixty-eight percent of the participants were female, with 32 percent male. The ethnic distribution showed approximately one half of one percent black, one percent Asian, two percent American Native, three and a half percent hispanic and 90 percent white. With respect to educational level, 12 percent of the participants indicated they had gone beyond the bachelor's degree compared to 25 percent with a high school diploma or less. When asked if they had children in the Mesa Public Schools, 49 percent indicated that they had no children in the schools. Eight

TABLE 5

DISTRIBUTION OF RETURNED SURVEYS BY ZIP CODE

ZIP Code	Surveys Sent		Surveys Returned	
	Number	Percent	Number	Percent
85201	1,962	12.8	252	13.4
85202	3,592	23.5	475	25.2
85203	2,565	16.8	383	20.4
85204	1,977	12.9	322	17.1
85205	1,638	11.0	141	7.5
85206	1,051	6.9	94	5.0
85207	576	3.8	62	3.3
85208	1,241	8.1	97	5.2
85220	633	4.1	36	1.9
85256	19	0.1	7	0.4
85282	46	0.3	12	0.6
Sub-Total	15,300		1,881	
Reservation	250		42	
Total	15,550		1,923*	

*Ten returned surveys were without

percent of the respondents indicated they were employed by the Mesa Public Schools. Ninety-seven percent were year-round residents. Sixty-five percent had lived in the Mesa Public School District for up to ten years, compared to thirty-five percent who had lived in the district for eleven to twenty years.

The above demographic characteristics of the sample were compared with census data and demographic information from "Inside Phoenix" and "Foresight 87." There were no significant differences with respect to any of the demographic characteristics with the exception of female participants. For the survey, 68% of those completing the survey were females. This, however, is not uncommon with surveys. The person in a residence that tends to complete a survey is the female head of the household. It is felt, however, that the opinions expressed on a survey such as the MAP survey reflect the perceptions of both the male and female members. It is felt, therefore, that with respect this characteristic, sex of survey participant, the survey results are not considered to be biased.

As noted in the introduction of this section, yet another area, which must be tested to insure that the sample is not biased, is the attitude/perception of those returning the surveys. The question to be asked is, "Is the attitude/perception of those that returned the survey the same as the attitude of those who did not return the survey?" The only way this could be assessed with 100 percent confidence would be to have a 100 percent return rate. Given that this is not the case, the best one could do is to assess if there is a basis in

the returns. One way of doing this is to compare the attitudes or perceptions of the respondents who first return the surveys as opposed to those who return them later, after a reminder is sent. In the case of the MAPS survey, a reminder was sent two weeks after the initial mailing of the survey. Data was then summarized by day as well as by week. Presented in Table 6 and Table 7 are the mean responses to the statement, grade your district, by day in Table 6 and by week in Table 7. It can be seen from Tables 6 and 7 that the mean responses, either by day or by week, and the corresponding analysis of variance of results indicate that the attitudes of the respondents were not significantly different, $\alpha=0.05$, over time. Similar comparisons, both by day and week, were made for the 16 objectives that the respondents were asked to rank. Again, testing at a 5% level, significance was found for only two areas. Fine arts was significant when analyzed by week, showing the lowest mean rank of 12.1 for week four compared to a overall mean rank of 13.4. The mean for week three, however, was the largest mean, 13.7. A significant difference was not found for Fine Arts when the analysis were performed by day.

The other area that was found to be significant was for the area of Physics. Again, with respect to day, no significant differences were found. However, with respect to week, the mean for week 3 and 4 were found to be 11.2 compared to a mean rank of 11.5 for all of the returned surveys.

Based on the analysis of geographic representation, demographics, and attitudes/perceptions of the respondents over time and after a reminder had been sent, it is reasonable to conclude that the sample obtained, although small with respect to the return rate, can be considered an unbiased sample from the population of residences in the Mesa Public School District.

Participants' Perceptions--
Mesa Public Schools Report Card

The participants were asked to grade the Mesa Public Schools in the same way as students are graded; that is, assume that a grade of A, B, C, D or failing is used to show the quality of work of students. The participants were asked to use a similar scale to indicate their perceptions of how the Mesa Public Schools are doing. Twenty-five percent of the respondents, Appendix 1, Table 2, gave the quality of work of the Mesa Public Schools an "A," with 52 percent indicating a "B." Nineteen percent rated the quality of work of the Mesa Public Schools a "C." Three percent indicated a grade of "D," while one percent gave a failing grade.

Participants' Perceptions--
What Does the Future Hold for Our Schools?

The Mesa district residents surveyed were presented with sixteen statements about future trends which were based on national, state and local perspectives. The respondents were requested to indicate if the selected trends would occur in Mesa within the next 10 years. They were asked to indicate if the

TABLE 7

RESPONDENTS PERCEPTION, GRADE YOUR DISTRICT,
BY WEEK SURVEY WAS RETURNED

Week	Mean	Standard Deviation
1	2.0220	0.8117
2	2.0810	0.8203
3	1.9868	0.7393
4	2.1154	0.7656

ANALYSIS OF VARIANCE

	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	1.445	3	0.482	0.734	0.5319
Within Groups	968 121	1475	0.656		

ETA = 0.0386 ETA Squared = 0.0015

TABLE 6

RESPONDENTS PERCEPTION, GRADE YOUR DISTRICT,
BY DAY SURVEY WAS RETURNED

Week	Mean	Standard Deviation
1	2.0000	0.8377
2	2.0390	0.8075
3	2.0526	0.8275
4	2.0165	0.7744
5	2.0072	0.7783
6	2.0506	0.8581
7	2.0606	0.9094
8	2.0625	0.7719
9	2.1750	0.8535
10	2.0738	0.7268
11	1.9375	0.6690
12	2.0238	0.8111
15	2.0000	0.
17	1.6000	0.5477
18	2.1579	0.7647
19	3.0000	0.
20	3.0000	0.

ANALYSIS OF VARIANCE

	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	5.814	16	0.363	0.551	0.9201
Within Groups	963.752	1462	0.659		

ETA = 0.0774 ETA Squared = 0.0060

trend would Definitely Occur, Probably, Perhaps, Have A Slight Chance or Never Occur in Mesa. Participants' responses are presented in Appendix 1, Table 3.

If a figure of 60 percent agreement is used as consensus, then there were no areas or items that the district residents felt would definitely occur.

Another way to consider the perceptions of the district residents is to combine their responses indicating definitely and probably. When this is done, 10 items receive a probable ranking by more than 60 percent of the sample. These items were:

ITEM	PERCENT INDICATING DEFINITELY OR PROBABLY
1. Graduates from Mesa will face many career changes in their work lives.	79
2. More Mesa students will work at part-time jobs while attending school.	73
4. Housing in Mesa will be available in a wide price range.	66
5. Families with children will continue to be attracted to the quality of life in Mesa.	82
6. More Mesa residents will retrain or continue their education.	67
8. More Mesa mothers will work outside the home.	82
9. Mesa will continue to be attractive to retirees from across the country.	84
10. The backgrounds of Mesa residents will be more varied and diversified than at present.	75
15. Standards for certification of Mesa school faculty will be higher.	66
16. Higher standards for achievement will be set for all graduates.	70

Those items that were felt to be the most probable by the participants (75% or more agreement) were:

ITEM	PERCENT INDICATING DEFINITELY OR PROBABLY
1. Graduates from Mesa will face many career changes in their work lives.	79
5. Families with children will continue to be attracted to the quality of life in Mesa.	82
8. More Mesa mothers will work outside the home.	82
9. Mesa will continue to be attractive to retirees from across the country.	84

To consider those items which the residents felt would not occur (improbable) their responses indicating slight chance and never were combined. The most improbable item as perceived by the residents was item 12, "Federal funds for Mesa schools will decrease," with only 21.8 percent indicating it had a slight chance or less of occurring. As can be seen from this figure, no item was perceived as highly improbable.

Participants' Perception-- Challenges Ahead

The Mesa residents were presented with 16 items addressing selected challenges of the future. For each of these challenges, the residents were asked whether or not the challenge would occur in the next 10 years, who should take the primary responsibility for action concerning the challenge, and whether the school should be involved in addressing the challenge. The respondents'

perceptions are summarized in Appendix 1, Table 4. Considering the 16 challenges, the respondents agreed (60 percent agreement or more) that eight of the challenges would occur in Mesa in the next 10 years compared to eight for which they were either undecided or disagreed that they would occur. The eight items which the survey respondents did not view as occurring within the next 10 years were:

ITEM		PERCENT AGREEING
3.	Schools will need to find new sources of funds.	49
4.	Faculty shortages will result from higher certification requirements.	19
7.	People in Mesa will become less community minded.	31
9.	Students who work and go to school will have problems learning.	21
11.	Students will have fewer course choices due to increased graduation requirements.	45
13.	Due to varied backgrounds, it will be more difficult for people to agree on the role of the school.	49
14.	Increased student testing will take away from instructional time.	32
15.	State and federal regulations will lessen local autonomy.	37

Those items on which there was significant agreement (70% agreement or more) that the item would occur were:

ITEM		PERCENT AGREEING
2.	More students will need special help to overcome problems with drugs and alcohol abuse.	83
5.	Students' TV time will distract them from studying and learning.	71
6.	More students will need help in dealing with family problems.	72

When asked who should have the primary responsibility for these challenges, the family was listed by the plurality of the respondents for six of the challenges. These were:

ITEM	PERCENT INDICATING FAMILY
1. Students without supervision after school will be less successful in the classroom.	87
2. More students will need special help to overcome problems with drug and alcohol abuse.	60
5. Students' TV time will distract from studying and learning.	96
6. More students will need help in dealing with family problems.	60
9. Students who work and go to school will have problems learning.	72
12. Working parents will have less time to participate in their children's education.	86

In addition to these six items, item 10, "More services for teenage parents will be needed," was evenly divided among the respondents, with 35 percent of them indicating the primary responsibility for this was the family, and 35 percent indicating it was the local community. Just under 10 percent of the Mesa residents surveyed indicated it was the school's primary responsibility.

The school was listed as having the primary responsibility for addressing the challenge on three of the items. These were:

ITEM	PERCENT INDICATING SCHOOL
11. Students will have fewer course choices due to increased graduation requirements.	66
14. Increased student testing will take away from instructional time.	68
16. More remedial programs will be needed due to higher achievement standards for graduates.	67

When asked which of the presented challenges were the primary responsibility of the state or federal government, the following three areas or items were indicated by the Mesa residents:

ITEM	PERCENT INDICATING STATE OR FEDERAL GOVERNMENT
3. School will need to find new sources of funds.	49
4. Faculty shortages will result from higher certification requirements.	50
15. Local schools will have less control due to more government regulations.	41

The local community also received high proportions for item 3 (36 percent) and item 15 (33 percent).

When asked which of these challenges were the primary responsibility of the local community, five items were indicated by the Mesa residents. Four of these items were:

ITEM		PERCENT INDICATING LOCAL COMMUNITY
3.	Schools will need to find new sources of funds.	51
7.	People in Mesa will become less community minded.	75
8.	New educational programs will be needed to serve adults.	45
13.	Due to the varied backgrounds, it will be more difficult for people to agree on the role of the school.	52

With respect to item 8, "New educational programs will be needed to serve adults," the school (24%) and state and federal agencies (23%) also received high percentages. As indicated previously, respondents were evenly divided in regard to item 10, "More services for teenage parents will be needed," with 35 percent of the participants indicating this was a family responsibility as opposed to 35 percent who indicated it was the local community who should have the primary responsibility.

When the residents were asked, "Should the schools be involved in addressing these challenges," the lowest percentage figure found was 35 percent agreement with respect to item 5, "Students' TV time will distract them from studying and

learning." The next lowest percentage was 56 percent indicating students without supervision after school will be less successful in the classroom (item 1). The same percentage of the respondents indicated schools should address the trend that working parents have less time to participate in their children's education (item 12). The percent agreeing that the school should be involved in addressing these challenges on the remaining 13 was 60 percent or above. In fact, four of the challenges received an agreement rate of over 90 percent, and four of the challenges received agreement rates of over 80 percent that the schools should be involved in addressing these four challenges.

Participants' Perceptions--
Opportunities Ahead

The respondents felt strongly (65%) that students entering school will be better prepared due to preschool attendance, and (63%) that new technologies would allow for more individualized instruction of students (Appendix 1, Table 5). There was strong agreement that classrooms across the country would be linked by television, and students will be able to share lectures and discussions (64%). They also felt that community support will grow as business works more closely with schools (58%), computers will reduce the paperwork of teachers (57%), and that students will be able to receive instruction at home due to communication technology (57%). To a lesser degree, the Mesa residents felt that the migration of people to the Southwest will ensure an adequate supply of school personnel despite the shortages in other states (53%). Less than half of the respondents (45%) felt that increased testing and regulation of schools will increase

public confidence in education. Forty-three percent believed that more volunteers will be available due to the great influx of retirees to Mesa. Only 33 percent felt parent support for schools will grow as reliance on school services increases.

Participants' Perceptions--
What Should Be Taught?

The Mesa district residents were asked to indicate the percent of time that should be expended in each of a number of subject areas for the elementary, junior high and senior high school levels. This information was solicited in two ways. First, the respondents were asked to indicate the percent of time that should be expended for Group A subjects and Group B subjects. Group A subjects included subjects to be taught as set by the State Board of Education. Group B subjects were subjects that are currently taught in the Mesa Schools over and above those set by the State Board of Education. Table 6, Appendix 1, presents the mean figures of the percentages indicated by the respondents for each of the educational levels by Group A and Group B.

For the elementary schools, Group A included art, health, language, math, music, reading, science, and social studies. Group B included citizenship, computer education, foreign language, library, physical education, and other subjects that the respondents wished to add. The Mesa district residents on the average, indicated that 70 percent of the time at the elementary grades should be expended on Group A subject areas, with 30 percent expended on Group B subjects areas.

For the junior high school, Group A included English, health, math, music, reading, science, and social studies. Group B included art, business education, computer science, foreign language, home economics, industrial arts, physical education, and again the respondents could indicate any other subject area they felt that should be taught at the junior high school. The average percentage figure indicated by the respondents was 67 percent for Group A and 33 percent for Group B.

For the senior highs, Group A consisted of English, math, reading, science, and social studies. Group B consisted of agriculture, art, business education, computer science, driver education, foreign language, home economics, industrial arts, music, orchestra, performing arts, physical education, vocational/technical, and again it allowed for an addition to be made by the participants. For the senior highs, the participants' mean percent of time that should be expended for Group A was 66 percent compared to 34 percent for Group B.

In Appendix 1, Table 6 participants were asked to allocate percentages of time among general groups, i.e., A and B. Table 7, Appendix 1, takes the allocation of time between subject areas one step further; time is allocated within each group. The figures were then multiplied by the mean proportions of time allocated for Group A and Group B, respectively, to obtain a total assessment of time by subject area within each educational level. It can be seen from Table 7 that at each of the three educational levels, the Mesa district residents assessed the subject areas of reading, math, language, science and social

studies to be the top five with respect to an allocation of percent of available instructional time. The exact percent of time differed somewhat from level to level as did the ranking of these subjects, but, in general, there was fair agreement for these areas. The lowest five of the listed areas also showed similarities. Art was consistently rated among the lowest at each of the three levels. Physical education and foreign language were noted in this lower category at the elementary and junior high level. Music was in this category both at the elementary and senior high level, while home economics ranked in the lower category at the junior and senior high level. Again, the percentages of time allocated differed somewhat from level to level. For example, at the elementary level, an assessment of time expenditures in art was 4.7 percent, compared to 3.2 percent at the junior high, and 2.1 percent at the senior high level.

The percentage of time allocated for the "other" subject area which the respondents could choose was 4.5 percent at the elementary level, 3.6 percent at the junior high level and 2.5 percent at the senior high level. At the elementary grades subjects named most frequently in this "other" category were sex education, self-esteem, thinking skills and vocational education. At the junior high level, sex education and social skills were indicated. Sex education, vocational education and drug awareness were the major additional subjects chosen for senior high students.

Some other patterns that can be noted in Table 7 are that computer education at the elementary level was allocated 6

percent compared to 5.5 percent at the junior high level, but only 4.3 percent at the senior high level. Physical education was allotted 5.3 percent at the elementary grades, 4.0 at the junior high, and 3.3 percent at the senior high level.

**Participants' Perceptions--
How Expenditure Should Be Made for
Services Over and Above the Instruction
Provided in the Classroom**

The Mesa district residents were asked to allocate resources to 13 services which are currently furnished in the Mesa Schools over and above the instruction provided in the classroom. The participants were asked to allocate a total of $100 to the 14 "extra services" having the allocation total to the $100. It can be seen from Table 8, Appendix 1, that the allocation of resources ranged from a high of $16.10 for basic skills support to a low of $4.90 for English as a Second Language. At the high end, the second highest allocation was for guidance and counseling which received $8.30 support dollars as assessed by respondents. The third area was for library services allocating $7.90 out of the $100 to this area. Special education was fourth receiving $7.70, closely followed by career education ($7.50) and social studies/science, foreign language ($7.10). As stated, the lowest allocation of funds was $4.90 out of the $100 going to ESL followed by $5.00 being allocated to highway safety education.

**Participants' Perception--
Rank Importance of District Goals**

The participants were asked to prioritize a list of 16 goals of the Mesa Public Schools. These goals had been generated

through a review of previous Mesa goals and literature. An initial draft was shared with the Superintendency, Governing Board, and the Steering Committee for the Community-based Planning Committee. A revised list of goals was then shared with the participants at the Planning Committee meeting and presented to survey participants.

Each of the participants was asked to rank the 16 goals. The mean ranks were then determined, and a rank was then assigned based on the mean ranks. It can be seen from Table 9, Appendix 1, that, "It is the goal of the schools to provide quality education by helping each student to read with understanding," was ranked number 1 by the participants. Number 2 was "to develop a positive attitude toward learning." Rank 3 was "to communicate effectively in speech." Rank 4 was assigned "to communicate effectively in writing." The goal "to develop study skills needed for lifelong learning" was ranked number 5. Those skills obtaining the lowest ranks were: "It is the goal of the schools to improve quality education by helping each student to master vocational competencies," which received a rank of 14, "to acquire knowledge in the social sciences" with a rank of 15, and "to appreciate and develop skills in the fine arts," which obtained a rank of 16.

COMPARISON OF COMMITTEE AND COMMUNITY SURVEY RESULTS

Perceptions of the Committee and the View of the Community--Mesa Public Schools Report Card

Of the committee participants, 98 percent gave the Mesa Schools' quality of work an above average grade, that is A or B. Of the community respondents, 77 percent gave an above average grade (Appendix 2, Table 1). Two percent of the committee members rated the Mesa Public Schools quality of work as average, as compared to 19 percent of the community residents.

Perceptions of the Committee and the View of the Community--What Does the Future Hold for Our Schools?

Committee participants and community respondents were in close agreement with respect to selecting trends that would occur in Mesa within the next ten years. Presented in Appendix 2, Table 2 are those trends which both groups felt most probably (top five). Those future trends which respondents strongly agreed would "Definitely" occur or "Probably occur", were identical for the top five. Committee members, however, tended to express more "Definitely" responses than the community respondents.

Perceptions of the Committee and the View of the Community--Challenges Ahead

The views of committee particpants and community respondents showed similarities in their selection of challenges that

would occur in Mesa within the next 10 years (Appendix 2, Table 3). The challenges which both groups of respondents strongly agreed had a high probability of occurring (70 percent agreement and above) were: "More students will need special help to overcome problems with drugs and alcohol abuse," "Students' TV time will distract them from studying and learning," and "More students will need help in dealing with family problems." The committee members showed even stronger agreement on the above challenges. In addition, the committee predicted a high probability that three other challenges would occur: "Schools will need new sources of funds," "New educational programs will be needed to serve adults," and "Working parents will have less time to participate in their children's education."

Both the committee members and the community respondents felt that the schools should be involved in addressing most of these challenges. The two challenges that they felt to be outside the area of the schools were: "Students' TV time will distract them from studying and learning" (both committee and community), and "People in Mesa will become less community minded" (committee only).

Perceptions of the Committee and the View of the Community--Opportunities Ahead

There were also great similarities in the views of the committee and community, with respect to positive changes or opportunities the future may hold (Appendix 2, Table 4). Two of the three opportunities which the groups most strongly agreed would occur (60 percent agreement or above) were identical:

"Students entering school will be better prepared due to preschool attendance," and "New technologies will allow more individualized instruction for students." Committee members also emphasized that "partnership efforts between schools and businesses will strengthen community support." Community respondents strongly agreed that "classrooms across the country will be linked by television and students will be able to share lectures and discussions."

Perceptions of the Committee and the View of the Community--What Should be Taught?

Committee and community respondents were in close agreement on the percent of time that should be expended for Group A subjects and Group B subjects (Appendix 2, Table 5). Both groups felt that the focus should be on Group A subjects (approximately 70 percent of available instructional time) at each of the three educational levels, with decreasing emphasis at junior high and senior high. The lists of subject areas in Group B given to the committee members differed slightly from the list presented to the community respondents. For the committee, the subjects of "Band," "Chorus," and "Orchestra" were listed as separate areas. The community list excluded these areas at the elementary and junior high levels ("Music" was listed in Group A) and replaced them with "Music" at the senior high level.

There was also close agreement in regard to specific courses (Appendix 2, Table 6). Both the committee and the community respondents assessed the subject areas of reading, math, language (English), science and social studies to be the top five with respect to an allocation of percent of available instructional time at each of the three levels.

The committee assigned reading the number one rank at the elementary level, while English was ranked number one at the junior and senior high level. In the community view, however, reading received the first rank at each of the three educational levels.

Perceptions of the Committee and the View of the Community--How Expenditure Should Be Made for Services Over and Above the Instruction Provided in the Classroom

Committee and community respondents differed somewhat in their allocation of resources to extra services over and above the instruction provided in the classroom (Appendix 2, Table 7). Committee members were given a list of 13 extra services, while the community respondents received a list of the same 13 extra services with the addition of "Special Education."

The committee members ranked extra services for Basic Skills, Social Studies, Guidance and Counseling, Library Services, and Gifted Programs to be the top five in terms of shares of money available for these services. The community respondents assessed extra services for Basic Skills, Guidance and Counseling, Library Services, Special Education, and Career Education to be the five highest ranking services. In both groups, extra services for Basic Skills ranked first by a wide margin.

Perceptions of the Committee and the View of the Community--Rank Importance of District Goals

Both the committee and the community ranked reading with understanding, a positive attitude toward learning, effective communication in speech and effective communication in writing to be the top four goals for the Mesa Public Schools to provide quality education (Appendix 2, Table 8).

There was only one difference in this top group: "to develop a positive attitude toward learning" was ranked number 4 by the committee, while it was ranked as the number 2 goal by the community.

The views of committee participants and community respondents were also quite similar in regard to the skills obtaining the lowest ranks. Those skills were: "understand the interdependence of people and respect cultural differences," "acquire knowledge in the social sciences," "master vocational competencies," and "appreciate and develop skills in the fine arts." Overall, there were only slight differences in the exact mean rankings between committee participants and community respondents.

SUMMARY

As part of the Mesa Action Planning System process, information was solicited from the community with respect to the direction that the Mesa Public Schools should be taking toward the year 2000. The information solicited sought both direction concerning the overall goals of the district, as well as an environmental assessment of what community members felt would impact the schools during the next ten to fifteen years. This information from the community was solicited in two ways, first a Community Based Planning Committee was formed. Members of this planning committee met one evening and following a slide presentation and informal study sessions, completed a survey instrument designed specifically to seek their input concerning both goals for the district as well as an environmental assessment. Following this meeting it was decided to expand the data base and over fifteen thousand surveys were sent to community members throughout the Mesa district.

Although the return rate was low for the sample survey, statistical analyses indicated that the returned surveys could be considered as a representative sample of the total community. The data for both, the Community Based Planning Committee and the general survey, were summarized. Although minor differences were found between the two groups, in general there was agreement both

with respect to the goals for the Mesa Public Schools and the environmental impact that could occur within the next ten to fifteen years. This information then; indicating a prioritization of goals, an assessment of what the future holds for our schools, the challenges which lie ahead for our schools, who should have primary responsibility for these challenges, and should the school be involved in these challenges, has been summarized and shared with the board. In addition, information concerning the community's perception of time to be spent in the curriculum areas, and monies to be expended in areas over and above instruction provided in the classroom, was obtained.

In the overall MAPS process it will then be up to the district planning committee to take this information, merge it with information from each of the divisions and each of the departments, and then develop individualized strategic plans at the department level. These plans will then be used to move the Mesa Public Schools in an informed and purposeful manner toward the year 2000.

APPENDIX 1

MESA SCHOOL COMMUNITY

SURVEY RESULTS

Table 1

BACKGROUND OF RESPONDENTS
MESA DISTRICT RESIDENTS
PERCENT INDICATING EACH RESPONSE

1. What is your age?
   - .6 Under 19
   - 19.5 19-30
   - 34.8 31-40
   - 17.7 41-50
   - 9.3 51-60
   - 17.3 Over 60
   - .8 No Response

2. What is your sex?
   - 68.2 Female
   - 30.7 Male
   - 1.1 No Response

3. What is your racial or ethnic background?
   - 2.0 American Indian or Alaskan Native
   - .9 Asian or Pacific Islander
   - .5 Black
   - 3.5 Hispanic
   - 92.0 White
   - 1.0 No Response

5. How many years have you lived or been involved in this school district?
   - 17.6 Under 2 years
   - 23.2 2-5 years
   - 24.1 6-10 years
   - 12.4 11-15 years
   - 21.3 16-20 years
   - 1.4 No Response

6. What is your highest level of education?
   - 3.4 Up to two years of high school
   - 21.5 High school diploma
   - 5.1 Vocational/trade school diploma
   - 27.9 1-2 years of college
   - 25.0 Bachelor's degree
   - 12.1 Any graduate degrees
   - 4.0 No Response

7. Do you have children enrolled in Mesa Public Schools?
   - 50.0% Yes
   - 48.7% No
   - 1.2% No Response

8. Do you work for Mesa Public Schools?
   - 7.6% Yes
   - 91.3% No
   - 1.1% No Response

9. Are you a year-round resident?
   - 96.7% Yes
   - 2.4% No
   - .9% No Response

Table 2

MESA PUBLIC SCHOOLS REPORT CARD
MESA RESIDENTS' PERCEPTION
(N = 1,933)

1. Students get A, B, C, D, or failing grades to show the quality of their work. Suppose you had a chance to grade the Mesa Public Schools the same way. What grade would you give them - A, B, C, D, or fail? (23% No Response)

24.5%	A
52.4%	B
18.7%	C
3.5%	D
0.7%	Fail

Table 3

WHAT DOES THE FUTURE HOLD FOR OUR SCHOOLS?

RESPONDENTS' PERCEPTIONS

PERCENT OF RESPONDENTS INDICATING EACH RESPONSE

(N = 508)

IN THE NEXT 10 YEARS IN MESA...	Will this occur in Mesa?				
	Definitely	Probably	Perhaps	Slight Chance	Never
1. Graduates from Mesa will face many career changes in their work lives.	34.7	44.0	20.1	1.2	0
2. More Mesa students will work at part-time jobs while attending school.	19.2	53.4	22.8	4.6	0
3. Children in Mesa will have more problems and conflicts in their families.	14.4	28.9	41.7	14.4	.6
4. Housing in Mesa will be available in a wide price range.	23.8	41.9	25.1	8.6	.6
5. Families with children will continue to be attracted to the quality of life in Mesa.	41.5	40.7	15.8	1.8	.2
6. More Mesa residents will retrain or continue their education.	16.7	50.7	29.6	3.0	0
7. Many Mesa couples will choose to have fewer children.	14.1	38.6	33.5	12.1	1.6
8. More Mesa mothers will work outside the home.	34.5	47.7	15.6	2.2	0
9. Mesa will continue to be attractive to retirees from across the country.	49.0	35.1	13.9	2.0	0
10. The backgrounds of Mesa residents will be more varied and diversified than at present.	38.1	36.7	21.0	3.8	.4

Table 3 (continued)

IN THE NEXT 10 YEARS IN MESA...	Will this occur in Mesa?				
	Definitely	Probably	Perhaps	Highly Unlikely	Never
11. Television and videos will provide the largest share of leisure time activities for most Mesa students.	14.3	39.4	36.1	9.8	.4
12. Federal funds for Mesa schools will decrease.	7.3	27.9	43.0	20.0	1.8
13. Business and Mesa schools will work together more closely.	5.7	32.5	49.1	12.6	.2
14. More credit hours will be required for graduation from high school.	11.3	37.7	35.7	15.1	.2
15. Standards for certification of Mesa school faculty will be higher.	20.4	45.1	25.5	8.5	.6
16. Higher standards for achievement will be set for all graduates.	21.6	48.8	21.6	7.9	.2

Table 4

CHALLENGES AHEAD

RESPONDENTS' PERCEPTIONS

PERCENT OF RESPONDENTS INDICATING EACH RESPONSE

(N = 413)

IN THE NEXT 10 YEARS IN MESA...	OPINION: Do you agree with the statement?			PRIMARY RESPONSIBILITY: Who should act? (Select One)					SCHOOL INVOLVEMENT: Should the school be involved?	
	Agree	Undecided	Disagree	Family	School	Business/ Industry	Community	All of the above	Yes	No
1. Students without supervision after school will be less successful in the classroom.	66.6	10.3	23.1	86.7	3.9	1.0	6.7	.7	55.9	44.1
2. More students will need special help to overcome problems with drug and alcohol abuse.	82.7	10.0	7.3	59.6	6.5	13.5	20.1	.3	87.7	12.3
3. Schools will need to find new sources of funds.	48.6	31.0	20.4	2.0	9.4	48.6	36.4	3.6	84.1	15.9
4. Faculty shortages will result from more stringent certification requirements.	19.3	21.0	59.8	1.6	22.2	50.5	13.0	12.7	79.3	20.7
5. Students' T. V. time will distract them from studying and learning.	71.1	11.2	17.7	96.2	.5	0	1.0	2.3	35.2	64.8
6. More students will need help in dealing with family problems.	72.5	17.3	10.2	59.9	12.8	.8	26.1	.5	67.4	32.6

Table 4 (continued)

IN THE NEXT 10 YEARS IN MESA...	OPINION: Do you agree with the statement?			PRIMARY RESPONSIBILITY: Who should act? (Select One)					SCHOOL INVOLVEMENT: Should the school be involved?	
	Agree	Undecided	Disagree	Family	School	Both or Federal	Local Community	No One	Yes	No
7. People in Mesa will become less community-minded.	31.3	24.2	44.5	15.4	2.4	1.3	75.1	5.8	66.9	33.1
8. New educational programs will be needed to serve adults.	65.1	20.0	14.9	2.8	24.4	22.6	45.2	4.9	84.3	15.7
9. Students who work and go to school will have problems learning.	21.3	17.6	61.1	71.9	13.8	1.6	4.2	8.6	64.0	36.0
10. More services for teenage parents will be needed.	61.8	23.5	14.7	35.4	9.6	16.8	34.6	3.6	61.5	38.5
11. Students will have fewer course choices due to increased graduation requirements.	45.4	25.4	29.3	4.0	66.5	15.0	3.7	10.8	90.5	9.5
12. Working parents will have less time to participate in their children's education.	63.3	10.4	26.2	85.6	5.9	2.3	4.1	2.1	56.3	43.7
13. Due to the varied backgrounds, it will be more difficult for people to agree on the role of the school.	48.9	18.8	32.3	16.4	15.9	5.7	51.7	10.2	81.3	18.7
14. Increased student testing will take away from instructional time.	32.4	22.9	44.6	4.9	68.5	15.8	4.7	6.2	92.7	7.3

Table 4 (continued)

IN THE NEXT 10 YEARS IN MESA...	OPINION: Do you agree with the statement?			PRIMARY RESPONSIBILITY: Who should act? (Select One)					SCHOOL INVOLVEMENT: Should the school be involved?	
	Agree	Undecided	Disagree	Family	School	State or Federal	Local Community	No One	Yes	No
15. Local schools will have less control due to more government regulations.	37.3	33.2	29.5	7.3	15.7	41.2	33.3	2.4	90.6	9.4
16. More remedial programs will be needed due to higher achievement standards for graduates.	67.8	17.1	15.1	21.0	67.2	6.6	4.3	1.0	96.4	3.6

Table 5

OPPORTUNITIES AHEAD

RESPONDENTS' PERCEPTIONS

PERCENT OF RESPONDENTS INDICATING EACH RESPONSE

(N = 413)

IN THE NEXT 10 YEARS IN MESA...	Do you agree?		
	Agree	Undecided	Disagree
1. Students entering school will be better prepared due to preschool attendance.	65.1	17.6	17.3
2. New technologies will allow more individualized instruction for students.	63.0	24.3	12.7
3. Computers will reduce the paperwork of teachers.	57.3	21.0	21.7
4. Classrooms across the country will be linked by television and students will be able to share lectures and discussions.	63.7	23.5	12.7
5. There will be enough school teachers in Arizona despite shortages elsewhere.	52.6	34.0	13.4
6. Increased testing and regulation of schools will increase public confidence in education.	45.5	21.9	32.7
7. Students will be able to receive instruction at home due to communication technology.	57.2	28.3	14.5
8. Community support will grow as businesses work more closely with the schools.	58.2	28.1	13.7
9. More volunteers will be available as the pool of retirees grows.	43.5	32.8	23.7
10. Parental support will grow as reliance on school services increases.	39.1	35.2	25.7

Table 6

WHAT SHOULD BE TAUGHT?

RESPONDENTS' PERCEPTIONS

PERCENT OF THE TIME AVAILABLE FOR INSTRUCTION RESPONDENTS FELT SHOULD BE SPENT ON EACH GROUP OF SUBJECTS

ELEMENTARY SCHOOL SUBJECTS (Grades 1-6)
(N = 333)

Percent of Time		Subject
70 %	GROUP A:	Art, Health, Language, Math, Music, Reading, Science, Social Studies
30 %	GROUP B:	Citizenship, Computer Education, Foreign Language, Library, Physical Education, Other
100 %	TOTAL	*Group A includes "subjects to be taught" set by the State Board of Education.

JUNIOR HIGH SCHOOL SUBJECTS (Grades 7-9)
(N = 314)

Percent of Time		Subject
67 %	GROUP A:	English, Health, Math, Music, Reading, Science, Social Studies
33 %	GROUP B:	Art, Business Education, Computer Science, Foreign Language, Home Economics, Industrial Arts, Physical Education, Other
100 %	TOTAL	*Group A includes "subjects to be taught" set by the State Board of Education.

SENIOR HIGH SCHOOL SUBJECTS (Grades 10-12)
(N = 365)

Percent of Time		Subject
66 %	GROUP A:	English, Math, Reading, Science, Social Studies
34 %	GROUP B:	Agriculture, Art, Business Education, Computer Science, Driver Education, Foreign Language, Home Economics, Industrial Arts, Music, Performing Arts, Physical Education, Vocational/Technical, Other
100 %	TOTAL	*Group A includes current graduation requirements set by the State Board of Education.

Table 7

WHAT SHOULD BE TAUGHT?

RESPONDENTS' PERCEPTIONS
PERCENT OF TIME AVAILABLE FOR INSTRUCTION
RESPONDENTS FELT SHOULD BE SPENT ON EACH SUBJECT

Grades 1-6

GROUP A	
Subject	Percent of Time
Reading	21.7
Math	18.6
Language	14.8
Science	12.4
Social Studies	10.6
Health	8.3
Music	6.9
Art	6.7

GROUP B	
Subject	Percent of Time
Computer Education	20.0
Citizenship	18.4
Physical Education	17.7
Foreign Language	15.2
Other	14.9
Library	13.7

Grades 7-9

GROUP A	
Subject	Percent of Time
Reading	19.5
Math	19.3
English	19.0
Science	13.4
Social Studies	12.0
Health	8.9
Music	7.8

GROUP B	
Subject	Percent of Time
Computer Science	16.4
Business Education	16.1
Physical Education	12.0
Foreign Language	11.8
Home Economics	11.5
Industrial Arts	11.4
Other	11.0
Art	9.8

Grades 10-12

GROUP A	
Subject	Percent of Time
Reading	23.7
Math	22.8
English	22.7
Science	16.3
Social Studies	14.4

GROUP B	
Subject	Percent of Time
Computer Science	12.6
Business Education	10.8
Physical Education	9.8
Vocational/Technical	9.7
Other	7.4
Foreign Language	7.1
Industrial Arts	6.9
Driver's Education	6.8
Music	6.3
Home Economics	6.2
Art	6.1
Performing Arts	5.1
Agriculture	5.0

Table 8

RESPONDENTS' PERCEPTIONS OF HOW EXPENDITURES SHOULD BE MADE FOR OVER AND ABOVE THE INSTRUCTION PROVIDED IN THE CLASSROOM

THIS IS HOW SCHOOL MONEY SHOULD BE SPENT FOR EXTRA SERVICES	
$ 16.1	(A) Basic Skills
$ 8.3	(B) Guidance and Counseling
$ 7.9	(C) Library Services
$ 7.7	(D) Special Education
$ 7.5	(E) Career Education
$ 7.1	(F) Social Studies/Science/Foreign Language
$ 6.4	(G) Gifted Program
$ 6.2	(H) After-School Athletics
$ 5.9	(I) Audio-Visual Media Services
$ 5.8	(J) Creative Arts
$ 5.7	(K) Health Services
$ 5.6	(L) Summer School
$ 5.1	(M) Highway Safety Education
$ 4.9	(N) English as a Second Language
$ 100	TOTAL

Table 9

RESPONDENTS' PERCEPTION OF THE IMPORTANCE OF DISTRICT GOAL
RANK OF THE RESPONDENTS' MEAN RANKING OF EACH GOAL

IT IS THE GOAL OF THE SCHOOLS TO PROVIDE QUALITY EDUCATION BY HELPING EACH STUDENT TO	RANKING	MEAN RANK
Read with understanding.	1	3.2
Develop a positive attitude toward learning.	2	4.8
Communicate effectively in speech.	3	5.0
Communicate effectively in writing.	4	5.4
Develop study skills needed for lifelong learning.	5	6.2
Find, evaluate and use information to solve problems and make decisions in academic, personal and career matters.	6	6.6
Develop a positive self-concept.	7	7.0
Demonstrate the ability to use mathematical skills.	8	7.5
Acquire and use the skills and habits involved in critical, constructive and creative thinking.	9	7.8
Acquire good health and safety habits and understanding of the conditions necessary for maintaining physical and emotional well-being.	10	9.8
Understand that responsible citizenship requires knowledge of civic rights and obligations and participation in social and political processes.	11	10.8
Gain an understanding of the natural world through the study of the physical sciences.	12	11.5
Understand the interdependence of people and respect cultural differences.	13	11.9
Master vocational competencies.	14	12.2
Acquire knowledge in the social sciences.	15	12.5
Appreciate and develop skills in the fine arts.	16	13.4

APPENDIX 2

MESA SCHOOLS PLANNING COMMITTEE SURVEY RESULTS

COMPARED TO

MESA SCHOOL COMMUNITY SURVEY RESULTS

TABLE 1

MESA SCHOOLS REPORT CARD

COMMITTEE	
A	45%
B	53%
C	2%
D	0%
F	0%

COMMUNITY	
A	25%
B	52%
C	19%
D	3%
F	1%

TABLE 2

Future Trends as Perceived by Committee and Community
Most Probable
(Top Five)

ITEM	PERCENT INDICATING DEFINITELY OR PROBABLY	
	COMMITTEE	COMMUNITY
Families with children will continue to be attracted to the quality of life in Mesa	95%	82%
Mesa will continue to be attractive to retirees from across the country.	94%	84%
More Mesa mothers will work outside the home.	92%	82%
Graduates from Mesa will face many career changes in their work lives.	92%	79%
The background of Mesa residents will be more varied and diversified than at present.	88%	75%

TABLE 3

Challenges as Perceived by Committee and Community
Most Probable
(Top Five)

ITEM	PERCENT INDICATING DEFINITELY OR PROBABLY	
	COMMITTEE	COMMUNITY
More students will need help in dealing with family problems.	95	72
New educational programs will be needed to serve adults.	91	65*
More students will need special help to overcome problems with drugs and alcohol abuse.	90	83
Schools will need to find new sources of funds.	87	49*
Students' TV time will distract them from studying and learning.	84	71
Students without supervision after school will be less successful in the classroom.	78*	67
More remedial programs will be needed due to higher achievement standards for graduates.	70*	68

*Not in top five for the given group.

T A B L E 4

Opportunities as Perceived by Committe and Community
Most Probable
(Top Five)

ITEM	PERCENT INDICATING DEFINTELY OR PRBABLY	
	COMMITTEE	COMMUNITY
Partnership efforts between schools and businesses will strengthen community support.	87	58
New technologies will allow more individualized instruction for students.	82	63
Students entering school will be better prepared due to preschool attendance.	71	65
More volunteers will be available as the pool of retirees grows.	71	44*
Students will be able to receive instruction at home due to communication technology.	70	57*
Classrooms across the country will be linked by television and students will be able to share lectures and discussions.	63*	64
Computers will reduce the paperwork of teachers.	51*	57

*Not in top five for the given group.

TABLE 5
WHAT SHOULD BE TAUGHT?
Respondents' Perception
Percent of the Time Available for Instruction
Respondents Felt Should Be Spent on Each Group of Subjects

Committee Percent of Time	ELEMENTARY SCHOOL SUBJECTS (Grades 1-6) (N=333) Subject	Community Percent of Time
71	GROUP A: Art, Health, Language, Math, Music, Reading, Science, Social Studies	70
29	GROUP B: Citizenship, Computer Education, Foreign Language, Library, Physical Education, Other	30
100	TOTAL	100

Committee Percent of Time	JUNIOR HIGH SCHOOL SUBJECTS (Grades 7-9) (N=314) Subject	Community Percent of Time
68	GROUP A English, Health, Math, Music, Reading, Science, Social Studies	67
32	GROUP B: Art, Business Education, Computer Science, Foreign Language, Home Economics, Industrial Arts, Physical Education, Other	33
100	TOTAL	100

Committee Percent of Time	SENIOR HIGH SCHOOL SUBJECTS (Grades 10-12) (N=365) Subject	Community Percent of Time
63	GROUP A: English, Math, Reading, Science, Social Studies	66
37	GROUP B: Agriculture, Art, Business Education, Computer Science, Driver Education, Foreign Language, Home Economics, Industrial Arts, Music, Performing Arts, Physical Education, Vocational/Technical, Other	34
100	TOTAL	100

TABLE 6

WHAT SHOULD BE TAUGHT?

Respondents' Perception
Percent of the Time Available for Instruction
Respondents Felt Should Be Spent on Each Group of Subjects

COMMITTEE

GRADES 1-6	
Subject	Percent Of Time
Reading	15.8
Math	13.6
Language	10.8
Science	9.3
Social Studies	8.1
Computer Education	5.0
Health	4.9
Music	4.6
Citizenship	4.4
Physical Education	4.3
Art	4.3
Foreign Language	3.9
Library	3.7
Chorus	2.2
Band	2.2
Orchestra	2.0
Other	.8

COMMUNITY

GRADES 1-6	
Subject	Percent of Time
Reading	15.2
Math	13.0
Language	10.4
Science	8.7
Social Studies	7.4
Computer Education	6.0
Health	5.8
Citizenship	5.5
Physical Education	5.3
Music	4.8
Art	4.7
Foreign Language	4.6
Other	4.5
Library	4.1

TABLE 6 continued

WHAT SHOULD BE TAUGHT?

Respondents' Perception
Percent of the Time Available for Instruction
Respondents Felt Should Be Spent on Each Group of Subjects

COMMITTEE

GRADES 7-9	
Subject	Percent of Time
English	13.9
Math	13.4
Reading	11.8
Science	9.8
Social Studies	8.7
Music	5.1
Computer Science	5.1
Health	5.1
Foreign Language	4.4
Physical Education	4.3
Physical Education	3.5
Industrial Arts	3.2
Home Economics	2.6
Art	2.3
Band	2.1
Chorus	2.0
Orchestra	2.0
Other	.5

COMMUNITY

GRADES 7-9	
Subject	Percent of Time
Reading	13.1
Math	12.9
English	12.7
Science	9.0
Social Studies	8.0
Health	6.0
Computer Science	5.5
Business Education	5.3
Music	5.2
Physical Education	4.0
Foreign Language	3.9
Industrial Arts	3.8
Home Economics	3.8
Other	3.6
Art	3.2

TABLE 6 continued

WHAT SHOULD BE TAUGHT?

Respondents' Perception
Percent of the Time Available for Instruction
Respondents Felt Should Be Spent on Each Group of Subjects

COMMITTEE

GRADES 10-12	
Subject	Percent of Time
English	14.6
Math	13.6
Science	11.9
Reading	11.5
Social Studies	11.3
Business Education	4.4
Vocational/Technical	4.2
Foreign Language	4.2
Computer Science	3.2
Physical Education	2.9
Industrial Arts	2.8
Home Economics	2.4
Art	2.3
Chorus	2.1
Performing Arts	2.1
Band	2.0
Orchestra	1.9
Agriculture	1.6
Other	.3

COMMUNITY

GRADES 10-12	
Subject	Percent of Time
Reading	15.6
English	15.0
Math	15.0
Science	10.7
Social Studies	9.5
Computer Science	4.3
Business Education	3.7
Vocational/Technical	3.3
Physical Education	3.3
Other	2.5
Drivers Education	2.5
Foreign Language	2.4
Industrial Arts	2.3
Home Economics	2.1
Art	2.1
Music	2.1
Agriculture	1.7
Performing Arts	1.7

TABLE 7

MONEY FOR EXTRA SERVICES

RESPONDENT'S PERCEPTIONS OF HOW EXPENDITURES SHOULD BE MADE FOR SERVICES OVER AND ABOVE THE INSTRUCTION PROVIDED IN THE CLASSROOM

THIS IS HOW SCHOOL MONEY SHOULD BE SPENT FOR EXTRA SERVICES		
Committee		Community
$ 17.50	Basic Skills	$ 16.10
$ 11.90	Social Studies/Science/Foreign Language	$ 7.10
$ 9.40	Guidance and Counseling	$ 8.30
$ 8.90	Library Services	$ 7.90
$ 8.50	Gifted Programs	$ 6.40
$ 6.30	Career Education	$ 7.50
$ 6.20	Creative Arts	$ 5.80
$ 6.10	After-School Athletics	$ 6.20
$ 5.70	Auto-Visual Media Services	$ 5.90
$ 5.20	English as a Second Language	$ 4.90
$ 5.20	Summer School	$ 5.60
$ 5.00	Health Services	$ 5.70
$ 4.00	Highway Safety Education	$ 5.10
	Special Education	$ 7.70
$ 100.00	TOTAL	$ 100.00

TABLE 8

GOALS OF MESA PUBLIC SCHOOLS

IT IS THE GOAL OF THE SCHOOLS TO PROVIDE QUALITY EDUCATION BY HELPING EACH STUDENT TO	COMMITTEE RANKING	COMMUNITY RANKING
Read with understanding.	1	1
Communicate effectively in speech.	2	3
Communicate effectively in writing.	3	4
Develop a positive attitude toward learning.	4	2
Find, evaluate and use information to solve problems and make decisions in academic, personal and career matters.	5	5
Demonstrate the ability to use mathematical skills.	6	8
Acquire and use the skills and habits involved in critical, constructive and creative thinking.	7	9
Develop study skills needed for lifelong learning.	8	6
Develop a positive self-concept.	9	7
Understand that responsible citizenship requires knowledge of civic rights and obligations and participation in social and political processes.	10	11
Acquire good health and safety habits and understanding of the conditions necessary for maintaining physical and emotional well-being.	11	10
Gain an understanding of the natural world through the study of the physical sciences.	12	12
Understand the interdependence of people and respect cultural differences.	13	13
Acquire knowledge in the social sciences.	14	15
Master vocational competencies.	15	14
Appreciate and develop skills in the fine arts.	16	16

APPENDIX 3

MESA SCHOOL COMMUNITY SURVEY

MESA PUBLIC SCHOOLS
Administration Center
549 North Stapley Drive
Mesa, Arizona 85203-7297

James K. Zaharis, Ed.D.
Superintendent
602/898-7704

October 22, 1986

Dear Mesa School District Citizen:

Please help us chart the future for the Mesa Public Schools by sharing your opinions regarding education in Mesa. Public schools today and in the future will be asked to provide a wide array of services. In Mesa we want to do this while keeping a watchful eye on your tax dollars.

The school district is asking the community for input to ensure that what the majority considers most important in education is what we provide in our schools.

This survey will be effective only if citizens participate. Please take a few minutes to fill out the attached form and mail it back to the school district in the enclosed self-addressed, stamped envelope. The survey must be received by November 5, 1986. Your identity will remain anonymous as we have not requested your name. The questions we have asked about you and your family will help us ensure that we have a representative sample of the total community.

Your assistance in this survey is greatly appreciated. We thank you for helping determine what is to be taught in our schools and what will occur in the future. If you have additional comments to share with the Governing Board and the district administration, please add them at the end of the survey.

Sincerely,

James K. Zaharis

Por favor de llamar a la oficina del departamento de ingles como segundo idioma (898-7880) por una copia de este informe en espanol.

Grade Your Public Schools

Students get A, B, C, D, or failing grades to show the quality of their work. Suppose you had a chance to grade the Mesa Public Schools the same way. What grade would you give them — A, B, C, D, or fail?

Check one box: ☐ A ☐ B ☐ C ☐ D ☐ Fail

What Goals Are Most Important?

By completing this form you can play an important role in establishing district priorities.

INSTRUCTIONS:
REMEMBER: ALL GOALS ARE IMPORTANT.
Read all statements carefully before beginning.

1. Place the letter of the goal you consider most important in the space marked "1st" at the bottom of the page.
2. Place the letter of the next most important goal in the space marked "2nd", and so on until you have ranked all goals 1st-16th.

IT IS THE GOAL OF THE SCHOOLS TO PROVIDE QUALITY EDUCATION BY HELPING EACH STUDENT TO . . .

A communicate effectively in speech.

B communicate effectively in writing.

C read with understanding.

D find, evaluate and use information to solve problems and make decisions in academic, personal and career matters.

E develop a positive attitude toward learning.

F develop study skills needed for lifelong learning.

G understand that responsible citizenship requires knowledge of civic rights and obligations and participation in social and political processes.

H appreciate and develop skills in the fine arts.

I gain an understanding of the natural world through the study of the physical sciences.

J acquire good health and safety habits and understanding of the conditions necessary for maintaining physical and emotional well-being.

K master vocational competencies.

L demonstrate the ability to use mathematical skills.

M acquire and use the skills and habits involved in critical, constructive and creative thinking.

N acquire knowledge in the social sciences.

O develop a positive self-concept.

P understand the interdependence of people and respect cultural differences.

__ 1st __ 2nd __ 3rd __ 4th __ 5th __ 6th __ 7th __ 8th __ 9th __ 10th __ 11th __ 12th __ 13th __ 14th __ 15th __ 16th

1986 - 1990 - 2000

What Does The Future Hold For Our Schools?

INSTRUCTIONS:

1. Read each statement below carefully.
2. Circle the number to indicate how sure you are that this trend will happen in **Mesa.** Choose only one number.

(1) Definitely (2) Probably (3) Perhaps (4) Slight Chance (5) Never

WILL THIS OCCUR IN THE NEXT 10 YEARS IN MESA?

	Definitely	Probably	Perhaps	Slight Chance	Never
1. Graduates from Mesa will face many career changes in their work lives.	1	2	3	4	5
2. More Mesa students will work at part-time jobs while attending school.	1	2	3	4	5
3. Children in Mesa will have more problems and conflicts in their families.	1	2	3	4	5
4. Housing in Mesa will be available in a wide price range.	1	2	3	4	5
5. Families with children will continue to be attracted to the quality of life in Mesa.	1	2	3	4	5
6. More Mesa residents will retrain or continue their education.	1	2	3	4	5
7. Many Mesa couples will choose to have fewer children.	1	2	3	4	5
8. More Mesa mothers will work outside the home.	1	2	3	4	5
9. Mesa will continue to be attractive to retirees from across the country.	1	2	3	4	5
10. The backgrounds of Mesa residents will be more varied and diversified than at present.	1	2	3	4	5
11. Television and videos will provide the largest share of leisure time activities for most Mesa students.	1	2	3	4	5
12. Federal funds for Mesa schools will decrease.	1	2	3	4	5
13. Business and Mesa schools will work together more closely.	1	2	3	4	5
14. More credit hours will be required for graduation from high school.	1	2	3	4	5
15. Standards for certification of Mesa school faculty will be higher.	1	2	3	4	5
16. Higher standards for achievement will be set for all graduates.	1	2	3	4	5

Challenges And Opportunities Ahead

Mesa Public Schools' main purpose is to provide young people with an educational experience which will prepare them to lead productive adult lives. Some of the challenges and opportunities the district may face in meeting this goal during the next 10 years are listed below. What do you think will happen?

INSTRUCTIONS:

1. Read each statement below carefully.
2. Circle the answer to show whether you **Agree (Yes)**, are **Undecided (?)**, or **Disagree (No)**. Circle only one answer.

IN THE NEXT 10 YEARS IN MESA . . .

	Agree	Undecided	Disagree
1. Students without supervision after school will be less successful in the classroom.	Yes	?	No
2. More students will need special help to overcome problems with drug and alcohol abuse.	Yes	?	No
3. Schools will need to find new sources of money.	Yes	?	No
4. Teacher shortages will result from higher certification requirements.	Yes	?	No
5. Television will distract students from studying and learning.	Yes	?	No
6. More students will need help in dealing with problems at home.	Yes	?	No
7. People in Mesa will become less community-minded.	Yes	?	No
8. New educational programs will be needed to serve adults.	Yes	?	No
9. Students who work and go to school will have problems learning.	Yes	?	No
10. More teenage parents will need services.	Yes	?	No
11. Students will have fewer course choices due to increased graduation requirements.	Yes	?	No
12. Working parents will have less time to participate in their children's education.	Yes	?	No
13. Due to their varied backgrounds it will be more difficult for people to agree on the role of the school.	Yes	?	No
14. Increased student testing will take away from instructional time.	Yes	?	No
15. Local schools will have less control due to more government regulations.	Yes	?	No
16. More students will need special help to meet higher graduation requirements.	Yes	?	No
17. Students entering school will be better prepared due to preschool attendance.	Yes	?	No
18. New technologies will allow more individualized instruction for students.	Yes	?	No

IN THE NEXT 10 YEARS IN MESA . . . (cont.)

	Agree	Undecided	Disagree
19. Computers will reduce the paperwork of teachers.	Yes	?	No
20. Classrooms across the country will be linked by television and students will be able to share lectures and discussions.	Yes	?	No
21. There will be enough school teachers in Arizona despite shortages elsewhere.	Yes	?	No
22. Increased testing and regulation of schools will increase public confidence in education.	Yes	?	No
23. Students will be able to receive instruction at home due to communication technology.	Yes	?	No
24. Community support will grow as businesses work more closely with the schools.	Yes	?	No
25. More volunteers will be available as the pool of retirees grows.	Yes	?	No
26. Parental support will grow as reliance on school services increases.	Yes	?	No

Who Is Responsible?

Select the group that should be primarily responsible for finding a solution to these problems. Should the family, the school, a state or federal agency or the local community have the main responsibility? Who would you choose? Should the school be involved at all?

INSTRUCTIONS:

1. Read each statement below carefully.
2. In the "Responsibility" box circle who should be **primarily** responsible to meet this need. Family (1), School (2), State or Federal Government (3), Local Community (4), No One (5). **Circle only one number.**
3. In the "School" box circle "Yes" if you think the schools should be involved in any way. Circle "No" if you feel that they shouldn't be involved.

	RESPONSIBILITY					SCHOOL	
	Who should act? (Select One)					Should the school be involved?	
	Family	School	State or Federal	Local Community	No One	Yes	No
1. Students without supervision after school will be less successful in the classroom.	1	2	3	4	5	Yes	No
2. More students will need special help to overcome problems with drug and alcohol abuse.	1	2	3	4	5	Yes	No
3. Schools will need to find new sources of money.	1	2	3	4	5	Yes	No
4. Teacher shortages will result from higher certification requirements.	1	2	3	4	5	Yes	No
5. Television will distract students from studying and learning.	1	2	3	4	5	Yes	No
6. More students will need help in dealing with problems at home.	1	2	3	4	5	Yes	No
7. People in Mesa will become less community-minded.	1	2	3	4	5	Yes	No
8. New educational programs will be needed to serve adults.	1	2	3	4	5	Yes	No
9. Students who work and go to school will have problems learning.	1	2	3	4	5	Yes	No
10. More teenage parents will need services.	1	2	3	4	5	Yes	No
11. Students will have fewer course choices due to increased graduation requirements.	1	2	3	4	5	Yes	No
12. Working parents will have less time to participate in their children's education.	1	2	3	4	5	Yes	No
13. Due to their varied backgrounds it will be more difficult for people to agree on the role of the school.	1	2	3	4	5	Yes	No

	RESPONSIBILITY					SCHOOL	
	Who should act? (Select One)					Should the school be involved?	
	Family	School	State or Federal	Local Community	No One	Yes	No
14. Increased student testing will take away from instructional time.	1	2	3	4	5	Yes	No
15. Local schools will have less control due to more government regulations.	1	2	3	4	5	Yes	No
16. More students will need special help to meet higher graduation requirements.	1	2	3	4	5	Yes	No
	E4a					E4b	

What Should Be Taught?

ELEMENTARY SCHOOL SUBJECTS
(GRADES 1-6)

Mesa students spend 6½ hours a day, 175 days a year for 12 years in the classroom in addition to their kindergarten experience. What do you think is the best use of this instructional time at the elementary level?

INSTRUCTIONS:

1. Read the definitions of the subjects that follow. Decide how important each subject is in preparing students to meet the future.
2. Write the percent of time that should be spent teaching each subject. You may allocate any percent of time to any subject but the total must be 100%. Space is provided for you to indicate a new subject.
3. Check to be sure that the totals equal 100%.

WHAT % OF THE TIME AVAILABLE FOR INSTRUCTION SHOULD BE SPENT ON EACH GROUP OF SUBJECTS?

Percent of Time		Subject
_____%	GROUP A:	Art, Health, Language, Math, Music, Reading, Science, Social Studies
_____%	GROUP B:	Citizenship, Computer Education, Foreign Language, Library, Physical Education, Other
100 %	**TOTAL**	

WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP A*?

Percent of Time	Subject
_____%	Art
_____%	Health
_____%	Language
_____%	Math
_____%	Music
_____%	Reading
_____%	Science
_____%	Social Studies
100 %	**TOTAL**

*Group A includes subjects to be taught set by the State Board of Education.

WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP B?

Percent of Time	Subject
_____%	Citizenship
_____%	Computer Education
_____%	Foreign Language
_____%	Library
_____%	Physical Education
_____%	Other _____
100 %	**TOTAL**

Definitions of Elementary Subject Areas

ART* — Students use a variety of media to express their ideas. Experiences in the fine arts are provided.

CITIZENSHIP — Students learn personal responsibility and how to work with others.

COMPUTER EDUCATION — Students learn computer literacy, computer usage, and basic programming.

FOREIGN LANGUAGE — Students learn the language and culture of other countries.

HEALTH* — Subjects studied include traffic safety, good health practices and food and nutrition.

LANGUAGE* — Students learn speaking, listening and writing (including penmanship, punctuation, usage, grammar and spelling).

LIBRARY — Students learn research skills and how to use references to locate information and how to use a library.

MATH* — Students learn computation and problem-solving skills.

MUSIC* — Students develop an appreciation and knowledge of vocal and instrumental music. Opportunities for performance are included.

PHYSICAL EDUCATION — Students develop strength, good sportsmanship and motor skills through a variety of physical activities.

READING* — Students develop the skills and attitudes needed to comprehend printed matter.

SCIENCE* — Students study scientific findings and methods.

SOCIAL STUDIES* — Students study geography, history and government.

*Required by state.

NOTE: Thinking and study skills are included in each subject area.

WHAT SHOULD BE TAUGHT?

JUNIOR HIGH SCHOOL SUBJECTS
(GRADES 7-9)

The average student spends 6½ hours a day, 175 days a year for 12 years in the classroom plus kindergarten experience. What do you think is the best use of this instructional time at the junior high level? Decide how important each subject is in preparing students to meet the future.

INSTRUCTIONS:

1. Read the definitions of the subjects that follow. Decide how important each subject is in preparing students to meet the future.
2. Write the percent of time that should be spent teaching each subject. You may allocate any percent of time to any subject but the total must be 100%. Space is provided for you to indicate a new subject.
3. Check to be sure that the totals equal 100%.

WHAT % OF THE TIME AVAILABLE FOR INSTRUCTION SHOULD BE SPENT ON EACH GROUP OF SUBJECTS?

Percent of Time		Subject
_____%	GROUP A:	English, Health, Math, Music, Reading, Science, Social Studies
_____%	GROUP B:	Art, Business Education, Computer Science, Foreign Language, Home Economics, Industrial Arts, Physical Education, Other
100 %	TOTAL	

WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP A*?

Percent of Time	Subject
_____%	English
_____%	Health
_____%	Math
_____%	Music
_____%	Reading
_____%	Science
_____%	Social Studies
100 %	TOTAL

*Group A includes subjects to be taught set by the State Board of Education

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WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP B?

Percent of Time	Subject
_____%	Art
_____%	Business Education
_____%	Computer Science
_____%	Foreign Language
_____%	Home Economics
_____%	Industrial Arts
_____%	Physical Education
_____%	Other _____
100 %	TOTAL

Definitions of Junior High Subjects

ART — Students participate in activities that will promote visual awareness and develop occupational potential and creative use of leisure time (painting, drawing, crafts, photography, printmaking, jewelry).

BUSINESS EDUCATION — Students learn business related skills (typing, shorthand, business law, math, accounting, management, marketing, career preparation).

COMPUTER SCIENCE — Students learn programming skills and computer awareness.

ENGLISH* — Students learn to read and use the English language. Courses include grammar, composition, literature, vocabulary development, debate, speech and journalism.

FOREIGN LANGUAGE — Students study the written language, oral communication, customs and culture of other countries. Courses include Spanish, German, French and Latin.

HEALTH* — Students learn good health habits, safety and nutrition.

HOME ECONOMICS — Students develop skills in food preparation, child development, clothing and interior design.

INDUSTRIAL ARTS — Students learn to use a variety of tools, equipment, machines and instruments. Courses include drafting, metalworking, electricity, woodworking, welding and automotive.

MATH* — Students learn mathematics concepts and skills. Courses include algebra, geometry, trigonometry, calculus and basic mathematics.

MUSIC* — Students develop an appreciation and knowledge of vocal and instrumental music. Opportunities for performance are included. Courses include band, chorus and orchestra.

PHYSICAL EDUCATION — Students develop the knowledge and skills necessary for good health and fitness. Courses include physical education activities, dance, weight training, cheerleading and health education.

READING* — Students who have special needs in reading receive instruction. Courses include remedial, college prep, study skills and English as a Second Language.

SCIENCE* — Students gain understanding of scientific methods and applications. Courses include biology, chemistry and physics.

SOCIAL STUDIES* — Students learn the basic workings of government and its effect on daily life. Courses include history, government, geography, psychology and sociology.

*Required by state.

NOTE: Thinking and study skills are included in each content area.

WHAT SHOULD BE TAUGHT?

SENIOR HIGH SCHOOL SUBJECTS
(GRADES 10-12)

The average student spends 6½ hours a day, 175 days a year for 12 years in the classroom plus kindergarten experience. What do you think is the best use of this instructional time at the senior high level? Decide how important each subject is in preparing students to meet the future.

INSTRUCTIONS:

1. Read the definitions of the subjects that follow. Decide how important each subject is in preparing students to meet the future.
2. Write the percent of time that should be spent teaching each subject. You may allocate any percent of time to any subject but the total must be 100%. Space is provided for you to indicate a new subject.
3. Check to be sure that the totals equal 100%.

WHAT % OF THE TIME AVAILABLE FOR INSTRUCTION SHOULD BE SPENT ON EACH GROUP OF SUBJECTS?

Percent of Time		Subject
_____	%	GROUP A: English, Math, Reading, Science, Social Studies
_____	%	GROUP B: Agriculture, Art, Business Education, Computer Science, Driver Education, Foreign Language, Home Economics, Industrial Arts, Music, Performing Arts, Physical Education, Vocational/Technical, Other
100	%	TOTAL

WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP A*?

Percent of Time		Subject
_____	%	English
_____	%	Math
_____	%	Reading
_____	%	Science
_____	%	Social Studies
100	%	TOTAL

*Group A includes subjects to be taught set by the State Board of Education.

WHAT % OF THE TIME SHOULD BE SPENT ON EACH SUBJECT IN GROUP B?

Percent of Time		Subject
_____	%	Agriculture
_____	%	Art
_____	%	Business Education
_____	%	Computer Science
_____	%	Driver Education
_____	%	Foreign Language
_____	%	Home Economics
_____	%	Industrial Arts
_____	%	Music
_____	%	Performing Arts
_____	%	Physical Education
_____	%	Vocational/Technical
_____	%	Other _____
100	%	TOTAL

Definitions of Senior High Subjects

AGRICULTURE — Students study the growth and maintenance of plants, animals and related industries.

ART — Students participate in activities that will promote visual awareness and develop occupational potential and creative use of leisure time (painting, drawing, crafts, photography, printmaking, jewelry).

BUSINESS EDUCATION — Students learn business related skills (typing, shorthand, business law, math, accounting, management, marketing, career preparation).

COMPUTER SCIENCE — Students learn programming skills and computer awareness.

DRIVER EDUCATION — This course helps students develop the skills, knowledge and attitude necessary for competent operation of a motor vehicle.

ENGLISH* — Students learn to read and use the English language. Courses include grammar, composition, literature, vocabulary development, debate, speech and journalism.

FOREIGN LANGUAGE — Students study the written language, oral communication, customs and culture of other countries. Courses include Spanish, German, French and Latin.

HOME ECONOMICS — Students develop skills in food preparation, child development, clothing and interior design.

INDUSTRIAL ARTS — Students learn to use a variety of tools, equipment, machines and instruments. Courses include drafting, metalworking, electricity, woodworking, welding and automotive.

MATH* — Students learn mathematics concepts and skills. Courses include algebra, geometry, trigonometry, calculus and basic mathematics.

MUSIC* — Students develop an appreciation and knowledge of vocal and instrumental music. Opportunities for performance are included. Courses include band, chorus and orchestra.

PERFORMING ARTS — Students study all aspects of the theater. Courses include stagecraft, theatrical arts and advanced acting.

PHYSICAL EDUCATION — Students develop the knowledge and skills necessary for good health and fitness. Courses include physical education activities, dance, weight training, cheerleading and health education.

READING* — Students who have special needs in reading receive instruction. Courses include remedial, college prep, study skills and English as a Second Language.

SCIENCE* — Students gain understanding of scientific methods and applications. Courses include biology, chemistry and physics.

SOCIAL STUDIES* — Students learn the basic workings of government and its effect on daily life. Courses include history, government, geography, psychology and sociology.

VOCATIONAL/TECHNICAL — These courses provide training in specific vocational areas. Courses include auto mechanics, commercial food, communication, data processing, construction, electronics, graphic arts, health, maintenance, manufacturing, metal trades, office, personal service and technical services.

*Required by state.

NOTE: Thinking and study skills are included in each content area.

How Would You Spend School Money For Extra Services?

Schools provide many services to support the operation of classrooms. Here is a list of 14 services the Mesa Public Schools provide in addition to the instruction provided in the classroom. As a concerned taxpayer, imagine you have just $100 to spend for all of these extra services. How would you spend the $100? Consider how important each service is when you divide up the money.

INSTRUCTIONS:

1. Read the definitions of the services before beginning.
2. Write the amount of money you would spend after the $ sign in front of the service. You may spend the $100 on as few or as many of the 14 services as you like, but it must add to $100.
3. Check to be sure that the total equals $100.

This Is How School Money Should Be Spent For Extra Services

$_____ (A) After-School Athletics

$_____ (B) Audio-Visual Media Services

$_____ (C) Basic Skills

$_____ (D) Career Education

$_____ (E) Creative Arts

$_____ (F) English as a Second Language

$_____ (G) Gifted Programs

$_____ (H) Guidance and Counseling

$_____ (I) Health Services

$_____ (J) Highway Safety Education

$_____ (K) Library Services

$_____ (L) Social Studies/Science/Foreign Language

$_____ (M) Special Education

$_____ (N) Summer School

$ 100 TOTAL

Description of Services

A. **AFTER-SCHOOL ATHLETICS** — provides for organized team or individual sports in which students participate interscholastically on a competitive basis.

B. **AUDIO-VISUAL MEDIA SERVICES** — provides audio-visual materials and equipment including films, filmstrips, video and audio recordings for use by students and staff.

C. **BASIC SKILLS** — provides a resource center with resource teachers who assist elementary classroom teachers in meeting the needs of students in basic skills areas of math, written communications and reading.

D. **CAREER EDUCATION** — provides junior and senior high students with information about occupational areas and career planning; offers specific training in job seeking, finding, and holding skills; assists in job placement and career exploration.

E. **CREATIVE ARTS** — assists classroom teachers by providing curriculum, instruction and materials relating to the arts including visual art, dance, drama and writing skills.

F. **ENGLISH AS A SECOND LANGUAGE** — provides students whose first language is not English instruction in listening, comprehending, and communicating in English. The purpose of the program is to enable students to function effectively in English.

G. **GIFTED PROGRAMS** — provides special programs to academically advanced students.

H. **GUIDANCE AND COUNSELING** — provides counselors at junior and senior high levels to help students develop better skills in educational planning, decision making, career planning, and personal problem solving. The service includes individual, group, and classroom activities.

I. **HEALTH SERVICES** — provides care in emergency situations and recognizes and isolates children with communicable diseases. Screening assessments and follow-up are done for vision, hearing, scoliosis, growth and development.

J. **HIGHWAY SAFETY EDUCATION** — provides students with driver education programs and highway and bicycle safety programs.

K. **LIBRARY SERVICES** — provides media centers (libraries) for student and teacher reference at all schools.

L. **SOCIAL STUDIES/SCIENCE/FOREIGN LANGUAGE** — provides a resource center and resource teachers who assist elementary and secondary classroom teachers.

M. **SPECIAL EDUCATION** — provides support services for exceptional students both in the classroom and in special settings.

N. **SUMMER SCHOOL** — provides additional educational programs for students during the summer months.

Background Questions

This section asks you for some background information. Your name is not requested. The information you are furnishing will be strictly anonymous. Completing this section will help us know if we have surveyed a wide range of residents.

A. What is your age?

1. _____ Under 19
2. _____ 19-30
3. _____ 31-40
4. _____ 41-50
5. _____ 51-60
6. _____ Over 60

B. What is your sex?

1. _____ Female
2. _____ Male

C. What is your racial or ethnic background?

1. _____ American Indian or Alaskan Native
2. _____ Asian or Pacific Islander
3. _____ Black
4. _____ Hispanic
5. _____ White

D. How many years have you lived in this school district?

1. _____ Under 2 years
2. _____ 2-5 years
3. _____ 6-10 years
4. _____ 11-15 years
5. _____ 16-20 years

E. What is your highest level of education?

1. _____ Up to two years of high school
2. _____ High school diploma
3. _____ Vocational/trade school diploma
4. _____ 1-2 years of college
5. _____ Bachelor's degree
6. _____ Any graduate degrees
7. _____ _____

F. Do you have children enrolled in Mesa Public Schools?

1. _____ Yes
2. _____ No

G. Do you work for Mesa Public Schools?

1. _____ Yes
2. _____ No

H. Are you a year-round resident?

1. _____ Yes
2. _____ No

I. Write down your zip code.

Zip Code: _____

Comments:

MESA PUBLIC SCHOOLS... THERE'S NO BETTER PLACE TO LEARN.

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